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ABSTRACT

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on developing self worth. It is divided into the following five major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; and (5) participant worksheets and handouts. (See CE 018 130 for the final report of this project.) The five major goals covered by this manual include the following: to understand, experience, and evaluate the components of an equalitarian relationship of mutual respect; to learn how a person's self-concept and behavior is influenced by his social environment; to understand the purposes and goals of behavior; to understand how discouragement inhibits social interest; and to understand how the discouragement process promotes social interest. In addition to the other five staff development training manuals (CE 018 139-142 and CE 018 144), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

ED160848

Staff Development K-6

Comprehensive Career Guidance

DEVELOPING SELF WORTH

CE 018143

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Staff Development

DEVELOPING SELF WORTH

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DEVELOPING SELF WORTH

INTRODUCTION

Many books, courses, films, and kits have been developed to help educators enhance their relationships with children. Relationships with parents have also been focused on, but with less intensity. A common denominator in these various communication skills, strategies in problem-solving, and paradigms for understanding behavior in others is the underlying principle of mutual respect and equalitarianism. Too frequently the stance of equalitarianism/mutual respect is taken for granted, as though somewhere along the line educators were taught the philosophical idea of relating as an equal to an equal.

GOALS

Goal 1 To understand, experience, and evaluate the components of an equalitarian relationship of mutual respect.

Activity 1 - Yardsticking

Activity 2 - 1-up; 1-down; Equalitarian Positions

Activtiy 3 - I-messages, Written Measures of Respect

Activity 4 - I-messages - Role-Played

Activity 5 - Encouraging 3 Relationships

Activity 6 - Process Evaluation

Goal 2 To learn how a person's self-concept and behavior is influenced by his social environment.

Activity 1 - Family Constellation

Activity 2 - Labeling Exercise

Activity 3 - Labeling in Education (optional)

Goal 3 To understand the purposes and goals of behavior

Activity 1 - 4 Mistaken Goals of Children

Activity 2 - Priorities in Adults

Goal 4 To understand how discouragement inhibits social interest

Activity 1 - Motivators

Activity 2 - Punishment, It's Allure, and Illusion

Goal 5 To understand how the encouragement process promotes social interest

Activity 1 - Self Encouragement

Activity 2 - Change Contract

OVERVIEW

Goal	Concepts	Activities	Time	Process	Mode
To understand components of equalatarian relationship	mutual respect, equalitarianism	*assessing yard-sticking for self and others	15	writing and moving	large group
		*personally differentiating between superior, inferior, and equalitarian feelings and stances	15	discussing	independent
		*learning the use of I-messages as measures of respect through writing and role-playing	20 45	writing and discussing	triads
		*evaluating style of relating to children and parents	45	role-playing discussing	independent
		*evaluating process	10	writing	independent

OVERVIEW

Goal	Concepts	Activities	Time	Process	Mode
To understand how a person's self-concept and behavior are influenced by his social environment	place finding in families, belonging	*looking at the uniqueness of positions of first, middle, last, and only children	45	Discussing, reporting, writing	small group, large group
		*feeling the impact of labels and the influence of a group on feelings and behavior	45	role-playing discussing	small group, large group
		*looking at common labels in education	15	reading, discussing	large group
To understand the common purposes and goals of behavior	behavior is goal-directed and purposive	*looking at the 4 goals of misbehavior in children	30	reading, discussing	large group
		*discovering priorities in self	45	listening, discussing, choosing	independent small group large group

OVERVIEW

Goal	Concepts	Activities	Time	Process	Mode
To understand how discouragement inhibits social interest	Social interest, punishment, discouragement	*assessing common motivators	10	reading,	large group
		*considering the the allure, and the illusion of punishment	25	reading, discussing, writing	independent large group small group
To understand how the encouragement process promotes social interest	the encouragement process	*assessing the encouragement process from a personal perspective	20	writing, discussing	independent small group
		*making a change contract	20	writing, discussing	independent small group

ACTIVITY DIRECTIONS

ACTIVITY DIRECTIONS

Goal 1: To understand, experience and evaluate the components of an equalitarian relationship of mutual respect.

MATERIALS AND EQUIPMENT: newsprint, felt pen, two sets of role-playing cards for each participant, Participant worksheets 1, 2, 3, 4, 5, 6

ARRANGEMENTS/PREPARATION: Arrange chairs in a circle format; participants can write on their laps.

Activity 1: "Yardsticking" (15 min.)

Objective: Participants will list the yardsticks he/she uses for himself/herself and list the yardsticks used on others.

Preparation: Read the leader's summary on yardsticking (#1). Give a mini-lecture on the concept of yardsticking. Be sure to emphasize the following points:

1. Everyone uses yardsticks.
2. Yardsticks get in the way of mutual respect.
3. Awareness of yardsticks helps to alleviate them.

Have participants turn to P-worksheet #1 and fill out individually. Within a large group context, ask participants who are willing to share some of their yardsticks.

Activity 2: "1-up; 1-down, Equalitarian Stances" (15 min.)

Objective: Participants will list verbal, non-verbal behaviors, and situations in which they relate in a superior, inferior, and equalitarian stance.

Preparation: Read the leader's summary on superiority inferiority, and equalitarian stances (#2).

Part I: Ask participants to relax in the chairs, close their eyes and take three deep breathes. (You will be asking participants to visualize and then act out three situations in which they felt superior (1-up); inferior (1-down); equal (mutual respect).

1. Ask participants to remember a time when they felt "better than" or superior to another person or persons. Have them visualize how they looked, what they felt, the expression on others' faces, etc. Then, ask them to stand up and mill with others in the group looking and feeling the same. (After the group has milled for about one minute, ask them to stop in their tracks and feel any physical tension they might be experiencing. (Common tension points are stomach, neck, throat, back, shoulders) Encourage the group to share from their standing position.

2. From their same standing positions ask participants to take three relaxing breaths again and loosen up by dangling their arms like a ragdoll. Ask them to remember a time when they felt "less than" or inferior. (Use the same format as above for visualizing, milling, and assessing their physical reactions).

3. Have participants remember a time when they felt the "same as", equal, and full of self and mutual respect. (Follow the same format as above.)

Part II: After participants have experienced the milling exercise, ask them to fill out P-Worksheet #2 for themselves in small groups of three. Mill from group to group to answer any questions or help if someone gets stuck.

Synthesize the exerciese by asking participants to share parts of their charts. (Take each stance all the way through--feelings, sayings, etc. and finish up with the equalitarian position).

Activity 3: "I-messages, A Measure of Respect" (20 min.)

Objective: Participants will write five I-messages focused on school situations with children.

Preparation: Read the leader's summary on I-messages. (#3)

Teach the components of an I-message. Be sure to emphasize:

1. The difference between an I-message and a You-message.

2. How an I-message can be sabotaged.

Ask participants to get into groups of three. Give each participant a set of ten school/children situations. Tell everyone to pick five situations and write I-messages on P-Worksheet #3. After each person within the group has finished, ask them to check their I-messages with the others in the group. As leader, mill from group to group to answer questions and give suggestions. See leader's summary #4.

Activity 4: "I-messages, Role-Played" (45 min.)

Objective: Participants will role-play two situations with parents.

Preparation: Review the components of an I-message with the group. Ask participants to get into their same groups of three. Give each participant a set of ten school/parent situations. Have them read P-Worksheet #4 for directions. Briefly summarize the directions to the whole group answering questions, giving suggestions, and offering alternatives if appropriate. See leader's summary #5.

Synthesize this exercise by asking participants:

1. What was your experience like going through the situation the second time?

2. What did the respondees feel when they received an I-message? Did they feel threatened?

3. Any general insights to share with the group.

4. Share your experience (highlights) as you milled.

Activity 5: Encouraging three relationships (10 min.)

Objective: Participants will assess their relationship stance with school children and parents.

Preparation: Ask participants to look at P-Worksheet #5 and read the directions. Ask participants to fill in the handout according to how they see themselves.

Synthesize this exercise by asking for additional examples of 1-up, 1-down, and equalitarian behaviors.

Activity 6: Process Evaluation (5 min.)

Objective: Participants will evaluate their experience in the workshop so far.

Preparation: Recap for participants the components of an equalitarian relationship. Emphasize the following points:

1. Mutual respect is not taught, frequently not modeled.
2. Yardsticking promotes feelings of inferiority and superiority.
3. I-messages are measures of respect, self respect, and mutual respect.

Ask participants to respond to P-Worksheet #6. Tell them that this handout will be collected at the end of the workshop.

ACTIVITY DIRECTIONS

Goal 2: To learn how a person's self-concept and behavior is influenced by his social environment.

MATERIALS AND EQUIPMENT: Newsprint, felt pen, one label for each participant, Participant worksheet 7.

ARRANGEMENTS/PREPARATION: Have labels separated by group so there are different labels within each group; post newsprint summary points made from goal 1 on the wall (example: Components of an I-message, yardstick areas, etc.)

Activity 1: "The Family Constellation" (45 min.)

Objective: Participants will list characteristics of first-born, middle, last and only children.

Preparation: Read the leader's summary on family constellation (#6)

Give a mini-lecture on family constellation. Be sure to emphasize only part I (background) since part II (position characteristics) will be "discovered" during the exercise. Part I points to be emphasized are:

1. Everyone is part of a social unit and finds a place for him or herself.

2. If a positive place does not seem viable, a negative place will be sought.

Teach how ordinal positions within a family constellation are determined. (Use newsprint to summarize and give examples.) After participants have determined their ordinal position within their family of origin, ask: (1) all the FIRST-BORNS to form a circle group, (2) all MIDDLE children to form a group, (3) all LAST children to group, and (4) all ONLY children to form a group.

Within each group, ask one volunteer to write down group con--

clusions and report to the large group later. Ask each group to discuss and list on the P-Worksheet #7, columns 1, 2, and 3. Column 4 will be completed as a whole group. Mill from group to group to answer questions, ask questions and stimulate discussion.

After the groups have completed their columns 1, 2, and 3, ask the reporter from the FIRST-BORNS to report to the rest of the group their impressions of what their position was like. On a large sheet of newsprint, keep a summary sheet and ask the other participants to fill in the other ordinal positions as they are reported. When it is time for column 4 (how others perceived the position), ask the other group members from differing positions to share out loud to the FIRST-BORNS by saying, for example, "You are bossy", rather than "FIRST-BORNS are bossy" or "You are responsible", rather than "FIRST-BORNS are responsible".

Encourage as much feedback as the group will allow (this is often a lot of fun!)

Go through each of the other ordinal positions as with the above FIRST-BORN group. Points to be emphasized:

1. Often children between families are more alike than within.

2. Children find their place in many and creative ways.

3. A person's perception of their place is more important than what it was "really like".

Activity 2: "Labeling"

Objective: Participants will relate their feelings and behaviors after "experiencing" a label.

Preparation: Determine how many groups of 5-6 there will be in your group. Each person within the small groups will receive a label that will be stuck to his/her forehead. (Every person will be able to see every label except his/her own). Labels with an adhesive back that are frequently used for name tags work well. Prepare sets of six different labels for each person in the groups. The labels are:

What I say doesn't count IGNORE ME	ENCOURAGE ME to talk more	TAKE ISSUE with whatever I say
LAUGH at what I say	PUT DOWN what I say	BLANK Your Choice

Keep the sets of six labels in envelopes so they do not become mixed up.

Ask participants to number off by whatever number will give groups of 5-6 (preferably 6 if possible). Assemble the 1's, 2's etc. with their chairs in various corners of the room. Start with one group and distribute the set of six labels by pairs. For example, take the envelope of labels for one group and ask that group to pair up. Go to each pair and hand each person a label. Instruct the pairs to stick the label you have just given them to the forehead of their partner so that their partner does not see his/her own label. After you have finished distributing labels to one group, take an envelope for another group and go through the same procedure.

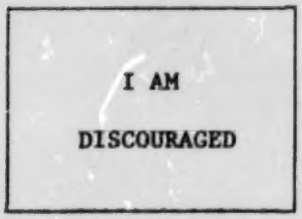
After all the labels are distributed, ask each group to put their chairs in a tight circle and look closely at all the labels in their group without revealing what the labels read. Then, instruct each group to discuss with each other the topic "What TV Shows and Movies I Like": (or another <u>non-controversial</u> topic) for 15 minutes. As they discuss this topic they are to respond to each other as the labels instruct. Ask the participants to pay attention to their feelings and behaviors as they are responded to and respond to others. (This is usally a lively exercise. The synthesis part is particularly important.)

To synthesize after the 15 minutes of discussion, ask participants to guess what their label is and then take it off and check it out. Then ask them to take a few deep breaths and tune into their feelings about the experience. On a chalkboard or newsprint, take each label and make a chart similar to this:

	FEELINGS	BEHAVIOR
IGNORED		
PUT DOWN		
LAUGHED AT		
ENCOURAGED		
TOOK ISSUE		
BLANK		

Ask the people who wore the IGNORED label to stand up and share their experiences. Ask questions like "What did you feel?" "What did you feel in the beginning of the discussion.. and at the end?" "Did your behaviors change as the discussion progressed?" etc. As they respond, summarize on the chart. Do this for each label.

With the whole group discuss the impact a label can have on a person and a group. Children in homes are labeled by parents, siblings, grandparents, and themselves and others. Children often live up to or down to what their label connotes. Remind the participants about the family constellation exercise and how children compete for a place of belonging. How we preceive our place or niche helps to explain the purpose behavior serves. For those who feel they have a positive, useful, accepted place, they feel encouraged. For those who feel they have a negative, useless, unaccepted place, they feel discouraged. Discouragement is the basis for acting out and misbehaving. The discouraged child is saying "If I can't have a place by being the best "good" guy, then maybe I can have a place by being the best "bad" guy. The labels we put on children like . . . bad, insolent, mean, lazy, troublemaker, pest, crybaby, dummy, etc. need to be more appropriately labeled:



Activity 3: "Labeling in Education" (optional) (15 min.)

Objectives: Participants will react to written situations and generate other examples of labeling.

Preparation: This exercise is optional to do as a group. The written examples and directions are in the participant handbook and can be assigned or suggested as an outside activity.

If you decide to do this as a group, ask participants to read the examples of labeling in education handout and to respond to the accompanying worksheet independently. (See optional sheets # 1 and 2)

As a large group, discuss the implications for children and teachers in terms of motivation, follow - through, self - concept, relationships, etc.

Goal 3: To understand the purposes and goal of behavior.

MATERIALS AND EQUIPMENT: Newsprint, felt pen, Participant worksheet 8,9,10

ARRANGEMENTS/PREPARATION: Post newsprint summary points made from Goal 2 on the wall.

Activity 1 - 4 Mistaken Goals of Children (30 min.)

Objectives: Participants learn 4 common goals of misbehavior in children.

Preparation: Read the leader's summary on the 4 goals of misbehaving children #7 and #8.

Remind the participants of the Family Constellation Exercise (Goal 2, Activity 1) and the importance for a child to find a place for him/herself within the family. Share with participants that when children believe they cannot find a place for themselves in positive ways, they will seek out negative ways. In competition for a special niche or place, a child may decide that a sibling has an area out for him/herself with "I can't" or "I won't try". Another alternative is, "If I can't be the best at being good, I'll be the best at being bad". The point is, children who misbehave chronically are discouraged about finding their place. They are not consciously plotting and planning to get negative involvement, but at an unawareness level their behavior has a purpose. Something is better than nothing.

The four goals of misbehavior handout takes four common goals of misbehavior of the discouraged child. After you have discussed the purposiveness of misbehavior with participants, take each of the four goals and briefly discuss what the child's behavior say about his/her level of discouragement. (Another component of the workshop for integration into the classroom deals specifically and more in-depth with the four goals.) Ask the participants to turn to their P-worksheet #8 for a summary of the four goals.

Activity 2 - Priorities in Adults

Objective: Participants will learn what adult goals or priorities are and will determine their main priority.

Preparation: Read through and have practiced out loud the following script. There is an element of drama and intrigue in this initial phase of the activity, so be dramatic and expressive (i.e. have fun with it!)

"Imagine the possibility of having any one thing you really want guaranteed to you. Consider for a minute what you might want - a billon dollars, youth eternal, good health, brillance, etc. What ever it is for you, that special something is alluring and fascinating. Stretch your imagination a bit farther and picture that your gift can be packaged in a small box that is tied with a ribbon.

Now, pretend you are in a room and that someone important to you will allow you to go to get your gift which is across the room if you are willing to agree to pay a certain price. Think about each price as I read them to you:

1. Would you pay the price of signing a paper stating that all things you thought were right and of value are absolutely wrong and valueless?
   (pause)
2. Would you pay the price of bowing, scraping and kissing the feet of the important person as others you know watched in order to get your gift?

3. Would you pay the price of knowing your important person will totally and completely reject you if you get your gift?
   (pause)
4. Would you pay the price of walking over 12 inches of hot coals and glass with bare feet in order to get your gift?

Now you may be willing to pay <u>all</u> the prices or there may be one or two you would not be willing to do. Look at your worksheet and mark the situation that you would least be willing to do, the price you would least like to pay. Think about your reasons why. Remember, mark the price you would least like to pay. Think about your reasons why. Remember, mark the price you would be <u>least</u> be willing to pay."

After participants have marked A, B, C, or D, for themselves, give the labels for each of the situations: A=Idealism; B=Control; C=Pleasing; D=Comfort. Ask the participants to label the situations on their handout.

Next, group the participants according to their priorities, i.e. the A's (Idealism) together, B's (Control) together, etc. After they are homogeneous, start with a group (it doesn't matter which) and ask:

1. Why were you willing to pay the other prices

2. What about this choice makes it the very hardest price for you to pay?

Point out how the reasons for choosing a priority from one group to another differ. Pay attention to the convincing rationalizations for importance and unimportance from group to group. Point out that there is no right or best choice, IT ALL DEPENDS ON HOW EACH INDIVIDUAL SEES IT.

After the differing points of view have been discussed, ask participants to fill out their priority chart for themselves P-Worksheet #9. On a chalkboard or newsprint summarize each of the priorities.

Finally, ask participants to look at their handout on priorities and at the line I----------I at the side of the page. Share with the participants that priorities are usually grouped and used for varying purposes.

An example might be:

I-D-----B-----GA--I
(least) (most)

(Idealism is the highest priority with Pleasing close behind. The least important is Comfort, while Control is in the middle.)

Another example might be:

I-ABD----------G--I
(least) (most)

(Control is far and above the most important priority, while the others are relatively unimportant and equal in potency.)

Have participants chart their own priorities. Then discuss how each priority might enhance or detract from a relationship with children. Have participants look at P-Worksheet #10 for additional ideas.

Goal 4: To understand how discouragment inhibits social interest.

MATERIALS AND EQUIPMENT: Newsprint, felt pen, participant worksheets 11, 12, 13, 14

ARRANGEMENTS/PREPARATION: Post newsprint summary points made from Goal 3 on the wall.

Activity 1 - "Motivators" and Motivators (10 min.)

Objective: Participants will learn how common "motivators" motivate discouragement.

Preparation: Read the "Motivators" and motivators essay P-Worksheet #11. Ask participants to read the one page essay in their workbook. Discuss with the group how the concepts fit with their own personal experiences with themselves and others.

Activity 2 - "Punishment, Its Allure and Illusions." (25 min.)

Objective: Participants will self assess their stance on punishment.

Preparation: Read the punishment, Its Allure and Illusion essay and accompanying worksheet.

Ask participants to read the essay P-Worksheet #12 and respond to the following worksheet P-Worksheet #13. After they have completed their worksheets, divide the group into small groups of 4-5. Ask participants to share what they get out of punishment, and particularily #4, alternatives.

Point out that larger, more specific essay is available for reading outside of the workshop. This is P-Worksheet #14.

As a large group, process and summarize with the group items 3 and 4.

Goal 5: To understand how the encouragement process promotes social interest.

MATERIALS AND EQUIPMENT: Newsprint, felt pen, participant worksheets 15, 16, 17.

PREPARATION: Post newsprint summary point made from Goal 4 on the wall.

Activity 1: "Self - Encouragement" (20 min.)

Objective: Participants will individually assess the encouragement process.

Preparation: Read the leader's summary on the encouragement process (#9).

Give a mini-lecture on the encouragement process and emphasize the following points:

1. When people feel good about themselves, they are more willing to reach out and have genuine interest in others.

2. Encouragement is contagious.

3. There are specific ways to encourage. (list these ways on newsprint as you discuss each one.)

Ask participants to fill out their encouragement worksheet #15 on themselves. As a summary to this exercise, ask participants if they encourage themselves (#3) and for what. Also, explore with the whole group how individuals encourage themselves. Invite the participants to learn from each other and build their personal encouragement repertoire.

Activity 2: A Change Contract (20 min.)

Objective: Participants will make an individual contract to change a specific behavior.

Preparation: Be familiar with the participant's worksheet #16 on Aspects of Change.

Ask participants to read their worksheet, Aspects of Change. After they have finished, take each of the five aspects and briefly discuss the underlying principle in your own words.

Instruct participants to pair up with a partner and (1) fill out their own change contract, P-Worksheet #17, (2) each share his or her contract and get feedback especially on items 4, 5, and 6, (3) share as a large group individual contracts and specific behavior that will indicate the change.

LEADER'S SUMMARIES

Leader's Summary of the Yardsticking Concept #1

The concept of yardsticking is derived from the comparisons people make of themselves to others, ideals and expectations. Almost everyone yardsticks (compares themselves) from time to time, but for those who yardstick continually, the yardstick becomes central to feelings of self worth or worthlessness.

KINDS OF YARDSTICKS: The yardsticks a person uses on him/herself and others are determined by values a person holds. For example, a woman may value physical appearance, intelligence, physical possessions, and status as highly important. As a result she evaluates herself in a social situation by whether she looks attractive. If there is someone present who is more attractive than herself, she feels "less than." If she determines she is the most attractive woman, she feels "more than." This yardsticking in feeling "less than" and "more than" other people holds true in the other valued areas like intelligence, physical possessions, etc. Other common yardsticks include job categories, money earned, number of children, popularity.

THE PROBLEM WITH YARDSTICKING: One problem with yardsticking is that just when a person is feeling great about measuring up on the "more than" end, someone comes along who is a little (or alot) more attractive, or intelligent or popular, etc. So a person's feeling of worthwhileness is like a barometer that rises and falls, but is never constant and intact.

Another difficulty in yardsticking is that the yardstick is a barrier between people that the comparing fosters. Mutual respect is built on the concept of equality. Equality means equal in worth. Of course, people will have varying talents, abilities and interests but they remain equal in worth. When people are showing mutual respect towards each other, there is the underlying premise of equality in worth with recognition of varying differences in abilities, talents, values and interests.

Leader's Summary of Superior, Inferior and Equal Stances #2

DEFINITIONS: The concept of stance and the three stances described in the following paragraphs comes from the psychological positions (and concomittantly, physical postures) people take regarding themselves and others.

An equalitarian stance involves the basic premise of equal worth between people. The janitor of a school building and the superintendent of schools can relate with each other as equal human beings in an I'm OK and You're OK position. At the basis of this equal stance with self and others is mutual respect. Many times the psychological stance of equality is accompanied by distinct physical characteristics. For example, from an equalitarian stance with each other, people look each other in the eye, shoulders are erect, both feet are on the floor, arms are relaxed, movement is spontaneous.

An inferior stance involves the basic premise of a "less than" self-evaluation. Relationships are frequently based on an I'm not OK You're OK or I'm not OK and You're not OK belief. The physical component of this psychological position includes little or no direct eye contact, stooped and slumped shoulders, clenched hands, bowed head and shifting feet.

A superior stance involves the basic premise of a "more than" or "better than" self-evaluation. Relationships are based on an I'm OK, but You're not OK belief. The physical component of this psychological position includes head tilted back ("looking down one's nose"), rigidly straight back, crossed arms or pointed finger and locked knees.

Commonalities in both the inferior and superior stances are physical and emotional tension, distance in interpersonal relationships and erratic feelings of self worth.

Leader's Summary of I - Messages #3

An I - message is a communications procedure which exemplifies mutual respect and the equalitarian stance discussed previously. It is a behavior and a communication skill that can help at this point in this workshop to make concrete the perhaps fuzzy, abstract notion of mutual respect.

PURPOSE OF I - MESSAGES: I messages serve several purposes. The sender of an I - message usually feels better because he/she has communicated his/her feelings to the receiver. Many times, simply saying "I feel hurt" or "I feel angry" or "I feel anxious" or "I feel happy" provides relief to the sender.

The I-message gives feedback to the receiver about his/her specific behavior that is annoying, frustrating, hurtful, etc. to the sender. This component of the I - message is the "when you" part. The "when you" might include: "when you are two hours late" or "when you leave your bike in the drive-way" or "when you leave your dirty dishes in the sink".

The I - message also helps the sender focus on why a particular behavior is annoying, frustrating, scary, etc. This component of I-message is the "because" part. The "because" part might include: because I worried you had been hurt" or "because I have to get out of the car to move your bike" or "because the food cakes on the dishes and is hard to get off."

All of the above three purposes weave together to provide a vehicle of mutual respect between people. The sender is essentially saying: I respect myself and my rights as a person enough to share my feelings and why I feel the way I do. I also respect you and your rights enough to be honest and specific rather than hold back and attempt to manipulate you to change.

I vs. YOU: The I - message is not a demand for change. Rather, it is a communication which offers a choice. For this reason, frequently the I - message is heard. Just because it is more likely to be heard does not, however, mean that the other person will change. They are more likely to be aware of the sender's feelings, why the sender feels so, and know what behavior the sender is talking about.

On the other hand, a You - message is a demand for change and frequently is not heard by the receiver. Examples of You - messages include: "You are always late"; "You never come in when you say you are"; "Why can't you remember to move your bike out of the driveway"; "You are irresponsible for leaving your bike in the driveway again"; "What a slob - You're always leaving your dirty dishes in the sink"; "What do you think I am, your servant? Why don't you ever remember to wash off your plate", etc. etc. When the receiver of a You - message hears the old familiar lines, it's like invisible ear flaps go down, defenses go up, and the message is blotted out.

COMPONENTS OF THE I - MESSAGE: For beginners in learning I messages, a structure is helpful. There are three basic parts to the I - message:

(1) I feel (feeling)
(2) when you (other's behavior)
(3) because (consequence of behavior).

Some examples include:

(a) I feel scared when you are two hours late because I thought you may have been hurt.
(b) I feel annoyed when you leave your bike in the driveway because I have to get out of my car to move it.
(c) I feel angry when you leave your dirty dishes in the sink because the food cakes on and is hard to clean off.

SABOTAGES TO AN I - MESSAGE: An I - message is sabotaged when the sender through voice inflection, body posture and intent is making a demand for change. The format of an I - message can be "perfect" as far as the words go, but a sneaky You - message can sabotage if there is a critical, demanding or whiny tone, posture or intent.

An I - message can be sabotaged if the "because" component is "because I just don't like it" or "just because" or "because I said so." The "because" component needs to be a consequence of the behavior that is inconvenient, destructive, costly, etc.

For more on I - messages read parts of Thomas Gordon's Parent Effectiveness Training.

Leader's Summary of Situations for Writing "I - Messages": Teacher/Students #4

A. Mrs. Harris has divided her class into three reading groups: the crows, the buzzards and the magpies. While she is working with one group quietly in one corner, the "magpies" begin a disruption at the other end of the room. The noise is bothering both Mrs. Harris and the reading group. What could she say?

B. The recess bell has rung and Mr. Larimor's students bounce into the classroom and take their seats. Jesse, however, is not with the rest of the class. A concerned Mr. Larimor finally finds him near the swing set. What could he say to Jesse?

C. Mrs. Finney's third grade class thoroughly enjoys having the pet hamsters in their classroom. Each student has a turn at feeding the hamsters for a week. This week it is Carol Ann's turn, but she has neglected her responsibility today. What could Mrs. Finney say to her?

D. Miss Harrow has set up individual "creativity" stations for her students. Jerry had finished his seat work and was now enthusiastically painting a picture. When the 3:30 p.m. bell rang, however, he went with the other students - leaving the paint jar open and the brush still full of paint. What could Miss Harrow say to Jerry tomorrow morning?

E. The sixth grade class was watching a special film on Alaskan wildlife. During the last ten minutes of the film, Candy disturbed the teacher and much of the class by noisily flipping her pencil over and over again. What could the teacher say to Candy after the film is over?

F. Miss Rand is attempting to help her students learn responsibility by straightening their classroom and putting their chairs on their desks (so the janitor can sweep) at the end of the day. Lonny has left a mess around his desk and neglected to put up his chair for the past two days. What could Miss Rand say to Lonny?

G. The recess bell has rung and the students are pouring back into the classrooms. Mr. Carlos and Mrs. Remera are in the hallway finalizing last minute plans for a joint class project. Anita approaches the two teachers and consistently tries to interrupt their discussion. What could Mr. Carlos say to her?

H. Mrs. Jones and her class begin their school days with reading lessons. For the past two days Jenny has come to school twenty minutes late. This disturbs both the class and the teacher. What could Mrs. Jones say to Jenny?

I. During the first month of school, Mr. Chang gives a regular homework assignment three days a week to his sixth grade class. Susie has turned in all of her assignments on time; however, they have been crumpled, smudged, and occassionally illegible. What could Mr. Chang say to Susie?

J. Miss Cole and a teacher's aide are on playground duty, watching the second graders during afternoon recess. Soon she catches sight of Henry swinging and then jumping to the ground in front of him. Miss Cole sees this as a danger to both Henry and the other students. What could she say to him?

Leader's Summary of Situation for Role-Playing "I - Messages": Teacher/Parents #5

A. It is parent "back-to-shcool night" and Mr. Lowe is explaining to the parents of his second graders about the subjects he hopes to cover during the year. Tina's father hesitantly raises his hand and asks a question about parents helping with the "new math." Several parents nod their heads in agreement. What could Mr. Lowe say to Tina's father to show he is glad the topic was brought up?

B. Mrs. Wong and Johnny's mother are having a teacher-parent conference about Johnny's inability to get along with the other children. Mrs. Wong has outlined some approaches that she will use at school and that she would like Johnny's mother to continue at home. However at each approach, Johnny's mother has remarked, "I may try it." How could Mrs. Wong respond to Johnny's mother's attitude?

C. Mr. Barns wants to discuss Laura's aggressive behavior with her parents. Yet on two separate occasions they have cancelled the conference at the last minute. What could Mr. Barns say to the parents when he tries to contact them again?

D. Miss Ortega has been working extensively with Lisa's parents concerning ways they could help Lisa feel better about herself through losing weight. Lisa has noticeably begun to lose weight and is responding more positively in class. What could Miss Ortega say to encourage the parents at the next conference?

E. Shortly after school was out for the day, Cortney's mother charged into Mr. Lester's room. She emotionally related that Cortney had come home in tears because Mr. Lester had been "picking on him all day." After Mr. Lester calmly explained about the one incident that had upset Cortney at school and about how he had handled it, Cortney's mother retorted, "Well, that's not what he told me!" How could Mr. Lester respond to her remark?

F. Mr. and Mrs. Allen have met twice now with Joey's teacher. He has discussed with them possible approaches for changing Joey's consistent attention-getting behavior. However, the Allens comment over and over again about their busy schedule and how they won't have time to try all those things with Joey. How could the teacher respond to Mr. and Mrs. Allen's remarks?

G. Miss Astor noticed that Jason, one of her eager first graders, was having difficulty knowing how to tie his shoes. After discussing the problem with him, she discovered that he had always worn boots and that this was his first pair of "tie shoes" for school. At the first conference, Miss Astor presented the problem to Jason's parents

and enlisted their help in teaching him how to tie shoes. Miss Astor has noticed that Jason is now successfully tying his own shoes. What appreciative remark could she say to the parents at the next conference?

H. Six-year-old Jay has been disrupting the class with his outbursts: "I don't have to do it - I only mind my Mommy." Miss Aslow met with Jay's mother and together they worked out a plan for both home and school to deal with Jay's problem. Miss Aslow has followed her part of the agreement for the past month, however Jay continues his outbursts. What could she say to Jay's mother when they meet for a conference?

I. Mrs. Jeffers and the school nurse have determined that Sandy definitely needs to have her eyes examined. After a conference with the parents, the school nurse assisted them in setting up an appointment with a local optometrist. Now the school nurse reports to Mrs. Jeffers that she has arranged two different appointments for Sandy and her parents and they have not kept either one. What could Mrs. Jeffers say to Sandy's parents when they come in for a conference?

J. Mrs. Jacks, the learning disabilities teacher, had determined that Rosa has a serious perceptual problem. She arranged with Rosa's parents and with a specialist for Rosa to go twice a week after school for remedial work. In checking on Rosa's case, Mrs. Jacks has discovered that Rosa has been at school, yet has not attended her remedial sessions for two weeks. What could Mrs. Jacks say to the parents when she contacts them?

Leader's Summary of the Family Constellation #6

CHARACTERISTIC OF THE FAMILY CONSTELLATION

(Part I) Background

An individual's experiences in the family, the opportunities and barriers, challenges and expectations, ambitions and frustrations, are strongly influenced by one's position in the birth order of the family. Of greatest concern in this relationship is the impact of the family upon the personality of the individual. These experiences in the family are the most important determinants for his frame of reference for perceiving, interpreting, and evaluating his world outside the family. The knowledge, habits, and skills which he acquires in the home largely determine his capacity for dealing with outside situations.

A basic assumption is made that personality and character traits are expressions of movement within the family group. The concept of the family constellation as a dynamic explanation sees the development not so much the result of factors which converge on the child but that of one's own interpretation and related interaction. Each child influences the group and other members of the family as much as the child is influenced by them, and in many cases even more so. Each child's early relationships with other members of the family establishes ways to approach others in an effort to gain a place in the group. All strivings are directed towards a feeling of security - a feeling of belonging - that the difficulties of life will be overcome and the child will emerge safely and victoriously.

Individuals react differently to the same situation. No two children born into the same family grow up in the same situation. The family environment that surrounds each individual child is altered. The environments of the children within the same family may be different for several reasons.

1. With the birth of each child, the family situation changes.
   Parents are older and more experienced.
   Parents may be more prosperous and own their own home.
   Parents may have moved to another neighborhood.
   Possibly of step-parent due to divorce or death.

2. The child is physically or mentally handicapped - or sickly.
   Parents may feel guilty.
   Sibling required to assume more responsibilities.

3. Child is deceased.
   Parents more protective of those born after.
   Parents tend to compare remaining children with the "angel in heaven."

4. Extreme groups
   An only boy among all girls.
   An only girl among all boys.
   Combined families when two divorced people marry.

In the life-pattern of every child there is the imprint of one's position in the family with its definite characteristics. It is just upon this one fact--the child's place in the family constellation--that much of his future attitude towards life depends.

Alliance and Competition

Every brother and sister has some pleasant feelings and some unpleasant feelings about each other. They are likely to have pleasant relations when they satisfy one another's needs. Since each child feels differently toward each brother and sister, the relationship of any two of them is very special. "As each member strived for his own place within the group, the competing opponents watch each other carefully to see the ways and means by which the opponent succeeds or fails. Where one succeeds, the other gives up; where one shows weakness or deficiencies, the other steps in. In this way competition between two members of the family is always expressed through differences in character, temperament, interests and abilities. Conversely, the similarity of characteristics always indicates alliances. Sometimes, the two strongest competitors show no sign of open rivalry, but rather present a close-knit pair; nevertheless, their competitive striving is expressed in personality differences. One may lean and get support by weakness and frailty. These are cases where strong competition did not prevent personal methods of compensatory striving."

A distinction should be made between sibling rivalry and sibling competition. Rivalry is defined as open contests and fights for immediate gratification. Competition, on the other hand, may be present without open resentment or antagonism. Competition has a much more significant impact on each child and leads to the development of opposite character traits, interests, abilities, and temperaments. One child seeks success in areas where his sibling has been unsuccessful. The siblings who are most different, therefore, are competitors and those who are most alike are allies. The sibling with whom a child is competing has the greatest influence on the development of his life style.

The more severe sibling competition may be found between first and second born children. The first child is the only sibling to be "dethroned" as an only child. It is felt that as a result, he is more likely to resent the presence of other siblings, especially the second born.

Competition may also be found between second and third born children. Adjacent siblings in the family seem to present more a mutual threat than alternate siblings. In a given trait, the strengths of both the first and third born children are a competitive reaction to weakness in the same trait found in their mutual foe--the difference between adjacent siblings will promote similarities among alternate siblings.

The concept of sibling alliance and competition can be illustrated in the arena of school achievement. If one child in the family had distinguished himself as being a very high academic achiever, and a competing sibling may make one of several responses. If there is a chance that the more successful sibling may be surpassed, the lower achiever may redouble his efforts and try harder to be the highest achiever in the family. If, on the other hand, the possibility of winning the achievement battle seems remote, the lower achiever may withdraw from the school achievement battlefield and attempt to find status in another arena of battle. The lower achiever may strive to become the most socially adequate sibling, the best athlete, or the highest achiever in some non-academic part of the school curriculum.

Siblings which have formed an alliance relationship can cooperate because one does not threaten the status of the other. It is also possible that alliance relationships are formed by two siblings in an effort to defeat a third sibling who is a common foe. Siblings that are quite far apart in age or are of different sexes may find that no threat exists if both become high achievers. For example, one child can find status by being an adequate boy achiever in junior high school while the other can find status by being an adequate girl achiever in the third grade. The alliance between three children may be strengthened if they both feel challenged by a third sibling in the fifth grade.

From the moment of birth the child acts, thinks, and feels in response to his world in accordance with how he experiences or perceives his world is to him--reality. What actually happens to the individual is not as important as how he interprets the situation. It is not the position in the family sequence that is the decisive factor, but rather the situation as the individual interprets it.

(Part II) Position Characteristics

A rule of thumb for determining ordinal positions within a family is looking for five year spreads. If there is a five or more years spread between children, the younger child is more like an oldest or only. For example,

(oldest)	John
(middle)	Sue - 2 (two years younger than oldest)
(youngest)	Mary - 3 (three years younger)
(only or oldest)	Joe - 9 (nine years younger)

The following are characteristics of each ordinal position.

Single Child

The only child has a decidedly difficult start in life because the entire childhood is spent among persons who are more proficient. The only child may try to develop skills and areas that will gain approval of the adult world or solicit their sympathy by being shy, timid or helpless.

Is either a pampered child or a competent child.
A boy sometimes feels that his father is his rival.
Enjoys a position as the center of interest.
Usually is interested only in oneself.
Sometimes has a feeling of insecurity due to the anxiety of the parents.
Usually are not taught to gain things by own effort; merely to want something is to have it.
If requests are not granted, the only child may feel unfairly treated and refuse to cooperate.
Often loners may expect a "special place" without having earned it.

Oldest Child

The oldest child has a threatened position in life; being the oldest should entitle the first child to the favored spot and frequently does. However, discouragement may follow upon the birth of the second child and the responsibility of the favored position may shift.

Is an only child for a period of time and has, therefore, been the center of interest.
Has to be first--in the sense of gaining and holding superiority over the next children.

Becomes a "dethroned" child with the birth of the second child. May feel unloved and neglected. Usually strives to keep or to regain his mother's attention by positive deeds; when this fails, quite often switches to the useless side and may become obnoxious. If mother fights back, the child may become a problem child.

Could develop a good, competent behavior pattern or become extremely discouraged.

Sometimes strives to protect and help others in his struggle to keep the upper hand.

Sometimes death wishes or expressions of hate are directed toward the second child.

If the oldest child is a boy followed by a sister--within a short time:

Personal conflict may become a pattern of sexual discord

Girls develop faster than boys during one to seventeen and press closely on the heels of the first child. Girls may displace boy as "oldest" child.

The boy usually tries to assert himself because of social preference for boys and may take advantage of his masculine role.

As a teenager, may become a critic of parents--previously only critical of siblings.

Second Child

The second child has somewhat of an uncomfortable position in life and usually takes a steam-engine attitude, trying to catch up with the child in front and has feelings of being under constant pressure.

Never has the parents' undivided attention.

Always has another child in front who is more advanced.

Feels that the first child cannot be beaten which disputes a claim of equality.

Often acts as though there is a race to be won. Hyperactive and pushy.

Has the "Avis Complex" - because I am second I will try harder.

If the first child is successful, the second is more likely to feel uncertain of self.

Usually is the opposite of the first child (If the first child is "lazy".)

Becomes a "Squeezed child" whenever a third child is born.

Tends to be more aggressive socially than oldest child.

Youngest Child

The youngest child has quite a peculiar place in the family constellation and may become a "speeder" because of being outdistanced and thus may become the most successful; or if discouraged have inferiority feelings.

Is often like an only child.
Usually things are done for "the baby" - decisions made, and responsibility taken.
Usually is spoiled by the family.
Finds oneself in an embarrassing position--is usually the smallest, the weakest and above all, not taken seriously.
May become the "boss" in the family.
Either attempts to excel his brothers and sisters or evades the direct struggle for superiority.
May retain the baby role, and hook others into a service role.
Often allies with the first as being different from the rest.

Middle Child of Three

The middle child of three has an uncertain place in the family group--and may feel neglected. The middle child discovers that the privileges of the youngest and the rights of an older child are not available.

May feel unloved and abused.
Becomes a "squeezed child" whenever a third child is born.
May hold the conviction that people are unfair.
May be unable to find a place in the group.
May become extremely discouraged--and more prone to become a "problem child."

Leader's Summary of the Four Goals of the Child's Disturbing Behavior #7

Every action of a child has a purpose. His basic aim is to have his place in the group. A well-behaved and well-adjusted child has found his way toward social acceptance by conforming with the requirements of the group and by making useful contributions. But even the child who misbehaves and defies the needs of the situation still believes that his actions will give him social status. He may try to get attention or attempt to prove his power, or he may seek revenge or display his deficiency in order to get special service or exemption. Whichever of these four goals he adopts, his behavior is based on his conviction that only in this way can he function within the group. His goal may occasionally vary with circumstances; he may act to attract attention at one moment, and assert his power or seek revenge at another. He may also obtain his goal by different techniques; and conversely the same behavior pattern may be used for different purposes. Its dynamics can be generally recognized by the effect it has on others, and by their reactions.

1. ATTENTION: is operative in most young children. Its predominance is the result of the method in which children are brought up in our culture. When young, they have few opportunities to establish their social position through useful contribution. Whatever has to be done for the welfare of the family is done by older siblings or adults. This leaves only one way for a young child to feel a part of his family group. Prevented from gaining status through his own constructive contributions, he seeks proof of his acceptance through gifts, demonstrations of affection, or at least through attention. As none of these increases his self-reliance and self-confidence, the child requires constant new proof that he is not lost and rejected. He may try first to get results through socially acceptable and pleasant means, like charm, cuteness, bright remarks, and the like. When, however, these methods are no longer effective--when a younger sibling steals the show, or when the adults expect the child to give up his "childish" behavior as he grows up--he will try any other conceivable method to put others into his service or to get attention. Unpleasent by-products like humiliation, punishment, or even physical pain do not matter as long as his main purpose is achieved. Children prefer being beaten to being ignored.

2. POWER: Efforts to "control" the child lead to a deadlock in a struggle for power and superiority between child and adults. The child tries to prove that he can do what he wants and refuses to do what he ought to. No final "victory" of parents or teachers is possible. In most instances the child will "win out", if only because he is not restricted in his fighting methods by any sense of responsiblity or moral obligation. The few times that parents are able to score a "victory" and overpower the child make him only the more convinced of the value of power and the more determined to strike back, the next time with stronger methods.

3. REVENGE: This battle between parents and child for power and domination may reach a point where the parents try every conceivable means to subjugate the culprit. The mutual antagonism may become so strong that each party has only one desire; retaliation, to revenge his own feeling of being hurt. The child no longer hopes merely for attention or even power; feeling ostracized and disliked, he can see his place in the group only by his success in making himself hated. Children of this type know where they can hurt the most and take advantage of the vulnerability of their opponents. They regard it as a triumph when they are considered vicious; since that is the only triumph they can obtain, it is the only one they seek.

4. ASSUMED DISABILITY OR INADEQUACY: A child who is passive, or whose antagonism is successfuly beaten down, may be discouraged to such an extent that he cannot hope for any significance whatsoever. He expects only defeat and failure and stops trying. He hides himself behind a display of real or imagined inferiority. He uses his inability as a protection so that nothing will be required or expected of him. By avoiding participation or contribution, he tries to preclude more humiliating and embarrassing experiences.

Leader's Summary of Understanding a Child's Mistaken Goals #8

Goals of Misbehavior	Child is saying	Teacher or Parent feels	Child reacts to reprimand by	Some suggested corrective measures
Attention-getting Mechanisms	I count only when I am being noticed or served	Annoyed, wants to remind, or coax. Delighted with "good" child	Temporarily stops disturbing action when given attention	Ignore Answer or do the unexpected. Give attention at pleasant times
Power	I count only when I am dominating, when you do what I want you to do	Provided Generally wants power Challenged "I'll make him do it" "You can't get away with it."	Intensifies action when reprimanded Child wants to win, be the boss	Extricate self Act, not talk Be friendly Establish equality Redirect child's effort into constructive channels
Revenge	I can't be liked, I don't have power, but I'll count if I can hurt others as I feel hurt by life	Hurt, mad "How could he do this to me"	Wants to get Makes self disliked	Extricate self Win child. Maintain order with minimum restraint. Avoid retaliations. Take time and effort to help child
Inadequacy	I can't do anything so I won't try to do anything at all. I am no good.	Despair "I give up."	No reprimand, therefore, no react on Feels that there is no use to try Passive	Encouragement (may take a long time) Have sincere faith in child's ability

Leader's Summary of the Encouragement Process #9

At present, children are exposed to a sequence of discouraging experiences. Deliberate encouragement is essential to counteract them. The child misbehaves only if he is discouraged and does not believe in his ability to succeed with useful means. Encouragement implies your faith in the child. It communicates to him your belief in his strength and ability, not in his "potentiality". Unless you have faith in him as he is, you cannot encourage him.

The following are nine important steps in the encouragement process. Each step is followed with a case example written by teachers and principals.

1. Valuing the Child

Early in spring I received a notice that a noted troublemaker from another school in our district was being transferred to our school. He was a seventh-grade boy, very mature, and big for his age. I called Bill into my office the first day and told him I was very happy to see him at our school. I told him we could use a boy like him for our patrol and also that he would be a definite asset to our softball team. I knew ahead of time that he was a good athlete and liked baseball. I also talked a little baseball with him, and I could see he was happy with our little conversation.

Bill was placed on the parole and has done an excellent job. He has been guilty of a few minor rule infractions but has done nothing seriously wrong. He is very well liked by his classmates, and he has become a leader with his peer group.

I have become quite fond of Bill and consider him one of the nicest boys attending the school. His mother recently came to school and told me how happy she was about the way Bill has been behaving himself and how much he likes to come to school.

2. Showing faith in the Child

The children were sitting on the floor of the library listening to the librarian tell about the Caldecott and Newberry awards. The librarian was explaining that the Caldecott was awarded for the best illustrated children's book of the year. Mrs. Smith, the teacher, said, "Some of you children may grow up to be fine book illustrators and perhaps achieve this award some day." Tim spoke

up and said that he had just written a story and he bet he could draw a picture for every page, and win an award too, right now. Instead of doing what some might consider the obvious and pointing out that he was too young, Mrs. Smith agree with him, saying that he was a fine artist and that his work was very good.

3. Creating Self-Confidence

The first grade was presenting a program for the other grades. The program was a play which involved some reading. The best readers were chosen for the leading roles. The day before the program many of the children were not in school because of illness. The teacher had to find replacments. Danny was a boy who never read in class. He did not like to read and never read well. The teacher took this opportunity to stimulate him. She said, "Danny would you like to take the reading part? We need someone who can do a good job, and I am sure you can."

Danny was reluctant. Tryouts were scheduled for lunch hour. At lunch time Danny was there. He was not the best reader, but the teacher told him he read well. The teacher helped Danny after school, and Danny took the play home to practice. The next day on the program Danny was an effective reader replacement. He had an opportunity to attain real social status, to belong. He felt successful when the play was a success. From that day on Danny loved to read and volunteered frequently in the classroom.

4. Recognizing a Job Well Done

Tommy had been a problem all year in many ways. Because he failed to turn in arithmetic assignments, he had been held back from going on to multiplication with the rest of the group. He appeared to accept this calmly and continued to function in the same manner, until one day I gave a test including addition, subtraction, and multiplication. He was instructed to do only the first two parts. Much to my amazement he did part three and did it exceptionally well! I praised him highly in front of all, and soon the children too were encouraging him. Tommy functioned effectively in arithmetic from that point on.

5. Utilizing the Group

I rearranged the seating in the classroom early in April. One of the changes was placing Ruth and John next to each other.

Ruth is a somewhat withdrawn child who does above average in her school work. She is an avid reader and has an extensive personal library which includes a variety of science and history books for young children. Many of these books are kept in school either in Ruth's desk or in her locker. All of her spare time is spent reading books. Her social contacts are almost nonexistent.

*Dinkmeyer, Don and Rudolf Dreikers. Encouraging Children to Learn: The Encouragement Process. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

6. Integrating the Group

I have nine boys and one girl from grades 6, 7, and 8 working alone in an extra room from 2:00 to 2:45 p.m. daily. All but one have serious reading handicaps. One asked to join the class for self-improvement. I gave them a talk describing the self-study and test program. They believe in the program implicitly. One eigth-grade boy, who does not cry readily, burst into tears when they returned to their home room. The eigth-grade teacher asked what happened. "I got six wrong," said Bill.

I do not ask their scores, as this is a private project. Next day I had two minutes alone with Bill. "Why don't you ask me for help if you don't know how to answer a question?" I asked.

"In front of those sixth-grade kids?" answered Bill.

"They are doing easier cards than you are, but I'll step into the hall with you if you'd rather. What gave you trouble?" I asked.

"Those long and short marks; I can't tell the difference," said Bill.

"Well, thank you for telling me. Maybe there are a lot of others in your room who can't. I'll have Mrs. James explain it for all the grades in English class tomorrow," I promised.

7. Assist in Development

Millie is a slow learner. She is a fifth-grade girl who was a member of a club for girls which I helped to direct. A part of the club work is memorizing. The girls have booklets with sections on which they are tested and for which they receive awards similar to the scouting program. In most cases the girls learned the verses at home and just recited them to the leaders at the club meeting. Millie was having trouble. She couldn't seem to pass any of the work. I realized she needed encouragement.

I went over with Millie the particular section she had to do and said to her, "Now you study just this much, and then say it to me."

When she had learned one small part, we went on to the next bit. After she had learned each assigned portion to the end of the section, I had her look over the whole section again. She was then able to recite the whole section. Millie was a very happy girl when I was able to sign the section indicating that she had passed it. After that meeting, Millie did not sit with a baffled look on her face. It had seemed like an insurmountable task to her. Now she knew that she could do it. Millie gained courage through pacing. This technique can be applied to groups also.

I have found that the best form of encouragement is never to let a child fail in his efforts. I have physical education classes and use this method all the time. Some children are better than others in certain activities; some cannot perform at all. In my instruction I keep up a constant line of sincere praise. I tell each child how well he did; when someone is so wrong that the whole class knows it, I always find a part to praise. If the child receives such praise he does not tense up, and even though he is not good, he will return for more instruction and will soon do the job well enough. It frequently happens that the other children also take pride in this child's progress.

John is active, outgoing boy, somewhat of a discipline problem. He is slightly below average in achievement. The apparent cause of poor achievement is his inattentiveness combined with a desire to finish, regardless of quality, all he is assigned.

Within a few days after the change in seating, I noticed John asked Ruth about a book she was reading. She passed it to him, and John started to look through it, making a comment now and then and calling her attention to a picture. I walked past their desks and saw that it was a book about the planets. Soon Ruth was letting John borrow her books. Recently, I saw Ruth and John talking outside after school. The children tell me they walk home together almost every day.

8. Recognizing and Focusing on Strengths and Assets

George did not do any class assignments. He had an average IQ. After about three weeks of school had passed, I discovered that he could read very well. I brought this ability to the front and allowed George to experience success in this area, and it wasn't long before he started trying in the other subjects. His status in the group ascended rapidly.

9. Utilize the Interest of the Child

Tim does well in creative work but is apt to be in such a hurry that his writing is messy. For an American history assignment, he wrote a poem about Captain John Smith which was so good that each of the other fifth-grade classes wanted a copy. Thrilled by this recognition, Tim made three very neat copies for them.

Some specifics in how to verbally encourage follow. These ideas are intended to be of help to parents and teachers in working with children. Whether these remarks will in fact be encouraging will depend on the attitudes of the adults using them. Is the feeling one of belief in the child, trust, confidence, acceptance sometimes mixed with humor; or is the feeling one of moralizing, preaching or impatience?

1. "You do a good job of....."
Children should be encouraged when they do not expect it, when they are not asking for it. It is possible to point out some useful act or contribution in each child. Even a comment about something small and insignificant to us, may have great importance to a child.

2. "You have improved in....."
Growth and improvement is something we should expect from all children. They may not be where we would like them to be, but if there is progress, there is less chance for discouragement. Children will usually continue to try if they can see some improvement.

3. "We like (enjoy) you, but we don't like what you do."
Often a child feels he is not liked after he has made a mistake or misbehaved. A child should never think he is not liked. It is important to distinguish between the child and his behavior, between the act and the actor.

4. "You can help me (us, the others, etc.) by..."
To feel useful and helpful is important to everyone. Children want to be helpful; we have only to give them the opportunity.

5. "Let's try it together."
Children who think they have to do things perfectly are often afraid to attempt something new for fear of making a mistake or failing.

6. "So you do make a mistake; now, what can you learn from your mistake?"
There is nothing that can be done about what has happened, but a person can always do something about the future. Mistakes can teach the child a great deal, and he will learn if he does not feel embarrassed for having made a mistake.

7. "You would like us to think you can't do it, but we think you can."
This approach could be used when the child says or conveys that something is too difficult for him and he hesitates to even so much as try it. If he tries and fails, he has at least the courage to try. Our expectations should be consistent with the child's ability and maturity.

8. "Keep trying. Don't give up."
When a child is trying, but not meeting much success, a comment like this might be helpful.

9. "I'm sure you can straighten this out (solve this problem, etc.), but if you need any help, you know where to find me."
Adults need to express confidence that children are able and will resolve their own conflicts, if given a chance.

10. "I can understand how you feel (not sympathy, but empathy) but I'm sure you'll be able to handle it."
Sympathizing with another person seldom helps him, rather it conveys that life has been unfair to him. Understanding the situation and believing in the child's ability to adjust to it is of much greater help to him.

PARTICIPANT WORKSHEETS

Yardsticking

Objective: To list areas of comparison for self and others

Activity 1, **Goal** 1 — 15 minutes

Task Directions

Individually, list areas you use to yardstick (evaluate, compare) yourself. When you have finished with your personal list, go back and put a + by those areas in which you generally yardstick positively and a - by those areas in which you yardstick negatively.

Go on to the "others" columns and list areas in which you yardstick.

Myself

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Others

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

STANCES

Objective: To list verbal and nonverbal behaviors

Activity 2, **Goal** 1 — 15 minutes

Task Directions

In a small group, start with the 1-up stance and list feelings, saying, action, and roles. Share with each other and make a composite list for each of the three stances.

	1-Up	1-Down	Equal/Mutual Respect
WHAT DO I FEEL			
WHAT DO I SAY			
WHAT DO I DO			
HOW DO I LOOK			
IN WHAT ROLE(S)/ SITUATION			

I - Messages Written

Objective: To learn the components of I - Messages and to write five of them.

Activity 3, **Goal** 1 — 20 minutes

> In a small group, pick five situations from the situations given to you by the workshop coordinator. Write an I - Message for each situation. When you have finished, read your I - Message to the others in your group to get feedback. Give feedback to the others who read their I - Messages.

1. Situation _____

   I feel _____ when you _____

   _____ because _____

   _____.

2. Situation _____

   I feel _____ when you _____

   _____ because _____

   _____.

3. Situation _____

   I feel _____ when you _____

   _____ because _____

   _____.

4. Situation _____

I feel _____ when you _____

_____ because _____

_____.

5. Situation _____

I feel _____when you _____

_____because _____

_____.

I - Messages, Role-Played

Objective: To role-play two parent situations using I - Messages.

Activity 4, **Goal** 1 — 45 minutes

First

- Silently read through the situations on your cards.
- Tentatively pick two situations you would like to role play.
- Check with the others in your group so that all of you have different situations.

Next,
Role - Playing

Worksheet #4

Role-Playing Directions

1. Each person becomes A, B, C.

2. Person A, read one of your situations aloud. Consider an appropriate I - Message.

3. Person B, respond to the I - Message.

4. Person C, observe for (a) sneaky you - message sent through nonverbal messages (b) equalitarian verbal and nonverbal messages.

5. After the situation has been role-played the first time, B and C share feedback and offer suggestions for another go-around.

6. Role play again the same situation incorporating the feedback suggestions.

7. Briefly discuss the final role-playing of the situation.

8. Rotate to
   B = actor
   C = responder
   A = observer
   Follow the same directions above.

9. Rotate to
   C = actor
   A = responder
   B = observer

Each person will be the actor in two situations of their choice.

Objective: To self-evaluate relationship stances with parents and children

Activity: 5, Goal 1 — 10 minutes

WAYS TO ENCOURAGE RELATIONSHIPS

TASK DIRECTIONS

Mark [+] If you are doing this and liking it.

[-] If you are doing this and not liking it.

[✓] If you want to do this or more of it.

	1 - Up	1 - Down	Equalitarian/Mutual Respect
Parents	☐ Use overly large words and educational jargon	☐ Use overly large words educational jargon	☐ Talk in straight forward manner
	☐ Use overly simple words and explanations	☐ Feel on the spot and defensive	☐ Honest and open
	☐ Gossip with others about a parent	☐ Put off calling or scheduling a conference	☐ Look forward to conferencing
	☐ Feel superior inside (morally, educationally, socially)	☐ Stumble and mumble words in a conference	☐ Promote mutual give and take in decisions
		☐ Avoid eye contact	
Children	☐ [illegible]l children nicknames which reflect abilities, mannerisms, social status, etc.	☐ Feel defeated by a child	☐ Encourage decision-making
	☐ Do for a child what he can do himself (if he is too slow, etc.)	☐ Make promises which are hard to keep or are not kept.	☐ Share appreciations
	☐ Gossip about a child with others	☐ Bribe, coax, complain	☐ Let child experience both positive and negative outcome
			☐ Share mistakes

Worksheet #5

Objective: To summarize common characteristics of each family constellation position

Activity: 1, Goal 2 — 45 minutes

TASK DIRECTION

Fill out columns 1, 2, 3, for yourself within your small discussion group. Complete the remaining chart within the large discussion group.

	Common Descriptors	Advantages of Position	Disadvantages of Position	Sibling (others') perceptions of Position
FIRST				
ONLY				
MIDDLE				
LAST				

Objective: To assess the first part

Activity: 6, Goal 1 5 minutes

TASK DIRECTIONS
Respond to the following.

*Today, I have learned this about myself:

_____

_____

_____

_____

*Write an I-message about your experience so far in this workshop (it can be positive, negative, or neutral).

I feel _____

_____

_____

_____

_____

Objective: To summarize the purposes of the discouraged child's misbehavior.

Activity: 1, Goal 3

30 minutes

TASK DIRECTIONS

This is a summary sheet of how the discouraged child finds a place for himself/herself. As you read this chart, consider how each behavior type serves a purpose. Remember the child is unaware of his or her purpose.

DISCOURAGED CHILD	FINDS A PLACE BY	HIS BEHAVIOR SAYS: I
ATTENTION-GETTING behaviors	Keeping people busy with him by being a goody-goody or getting in trouble	must be noticed no matter what
POWER behaviors	showing that he is the boss and winning the fight	must win or be the boss no matter what
REVENGE behaviors	getting back at others and hurting through words and actions	must hurt another no matter what
ASSUMED DISABILITY behaviors	giving up in despair and desperation	must not let anyone expect anything of me

Objective: To compare likes and dislikes with others who have the same priority

Activity: 2, Goal 3

45 minutes
part 1

TASK DIRECTIONS

In your group of individuals with the same priority, compare your likes and dislikes of this position. Record them on this sheet.

most important

Priority _____

What I like about my priority:	What I don't like about my priority:
What others like about the same priority:	What others with the same priority don't like:

least important

Objective: To give an overview of the four priorities

Activity: 2, Goal 3

45 minutes
part 2

TASK DIRECTIONS

This is a summary sheet of several aspects of each priority. Compare your individual summary sheet with this one.

PRIORITY	ASSETS	LIABILITIES/ PRICE PAID	SITUATIONS TO AVOID	RELATIONSHIPS WITH CHILDREN
Control	is orderly, planful	social distance	in which feels embarrassment, humiliation	•wants to win in power struggles •reminds, scolds to maintain order •excessive use of labels to categorize to make order •expects children to do what is wanted, when wanted
Idealism	contributes to social	overworked	in which feels worthless, meaningless	•wants to be taken seriously, demanding respect •feels defeated when child is not progressing •tends to treat children as less than •may use knowledge ("teacher knows best" to evaluate self)

Pleasing	aware of other's feelings	too many to please fragmented energy	in which feels rejection	•tends toward talking vs action in disciplining •extreme difficulty with child who seeks revenge •tends to have trouble with discipline •tends to be oversolicitous
Comfort	knows how to relax, have fun	low productivity	in which feels pain or stress	•tends to avoid direct discipline, goes through office, counselor •tends not to be tuned in to behavior disorders unless directly uncomfortable with them •tends to use materials, approach in a half-hearted way

Objective: To consider aspects of motivation

Activity: 1, Goal 4 — 10 minutes

"MOTIVATORS" and MOTIVATORS

TASK DIRECTIONS

Read the following short essay. Relate your personal experiences to these concepts.

To help motivate for learning, producing, and helping, many people use criticizing, putting-down, punishing, blaming, scolding, reminding, coaxing, and bribing. The receiver is supposed to realize his shortcomings and motivate himself to not only want to do and be better, but to actually start learning or producing or helping. Occasionally, for the person who feels good about himself, the negative approach does motivate. Most of the time, especially for persons who see themselves in a one-down position, the negative motivation does not work. Rather, the person feels worse about himself, more lethargic, more discouraged, more resistant, more resentful . . . and is ready to do battle or withdraw.

To help motivate for learning, producing, and helping, a better approach is to use genuine compliments, appreciations, to focus on approximation, i.e., to be encouraging. The receiver is more likely to risk trying, to venture, to move because he is not spending energy getting ready to defend himself or withdraw for protection. Occasionally, for the person who feels badly about himself, the positive approach is rejected because the positives do not fit his negative self-picture.

Also, occasionally the positive approach is rejected by those who have unrealistically high expectations for themselves. Then the positives are discounted.

Objective: To consider the ramifications of punishment.

Activity: 2, Goal 4 — 25 minutes part 1

PUNISHMENT, ITS ALLURE AND ILLUSION

TASK DIRECTIONS

Read the following short essay. Then respond to the next worksheet.

If you were a carnival barker and were trying to exploit the alluring, enticing aspects of punishment to a crowd of potential buyers, what might some of those selling points be? Consider these (put in the Barker's context):

"Yes folks, we have here before us a bonafide method for motivating your kids. Not only will it motivate your children but you, yes, Y-O-U, can get direct benefit yourself from punishment. You heard me right. Yes sirree, that good ole' stand-by punishment has not been forgotten or replaced by these new-fangled, hot-shot ideas. What is it you can get from using punishment? Here are but a few:

1. You will get relief from current discomforts. Yes, that relief may be only temporary - but you will feel you are back in control, you will feel worthwhile again, and you may even feel you have gotten even for all the pain, frustration and threatening remarks you have received in trying to be the "good" parent or teacher.

2. You will see immediate effects. Yes these effects may only stop your child's misbehavior for awhile, but who cares about the long-term effects? We live in an instant-coffee, instant-soup, instant-entertainment, instant-happiness society anyway - why not, instant discipline?

3. You will be able to spend less time because punishment does not take considering alternatives, thinking of consequences, responding planfully, or considering the child's purpose of behavior. Then you will have more time to plan more ways of keeping yourself busier and busier. After all, idle hands . . . .

4. You will have a simple, concrete plan and you'll have to admit, folks, that in these days of over-specialization and over-choice, the simple and concrete sounds really appealing. So what if some of the simplistic solutions breed complicated results. Live in the NOW!"

Looking at and evaluating the pros and cons of the barker's speel, it is apparent how alluring punishment can be for all of us at one time or another. For most of us, however, there are the nagging thoughts, "Yes, but . . . what about what we are teaching children? . . . is might always right? . . . what about violence breeding violence? . . . " All these nagging thoughts do bear on the issue. Here are some other considerations you may not have thought about.

Punishment can lead to these three outcomes:

1. Avoidance behavior
2. Escape behavior
3. Defensive reactions

Children learn to avoid when they hear and believe, "Stop that or I will spank you." They learn to avoid unpleasant or painful experiences. In some cases, avoidance can be worthwhile, but in many cases it is a

passive, non-involved way of solving problems, making decisions and dealing with life.

Children learn to escape by running from the punisher through physically withdrawing, emotionally withdrawing and truancy.

Children learn defensive actions and reactions. In the name of self defense children learn to blame others and to lie in order to protect themselves. Resentment and hate towards the punisher (often seen as the school and/or the home) builds a posture of protection. This posture is guarded, distrustful, and ready for the fight or flight.

In the illusion of "Spare the rod and spoil the child" to justify our actions, our guiding adage would be better to reflect encouragement, involvement, respect, trust, and the sharing of responsibility. Does anyone have an adage for these concepts?

Objective: To self-assess the use of punishment and alternatives

Activity: 2, Goal 4 — 25 minutes part 2

PERSONAL ASSESSMENT

TASK DIRECTIONS

Respond to this worksheet. Compare your perceptions and behaviors with others in your small group - especially item 4.

1. What in punishment is most alluring to me:

   _____ relief from discomfort (back in control)

   _____ see immediate results

   _____ spend less time

   _____ have a simple, concrete plan

2. What do I have to loose from using punishment?

   _____

   _____

3. Who gives me encouragement for using punishment?

   _____

   _____

4. What I might do instead:

   _____

   _____

Objective: To give more specifics into the ramifications of punishment.

Activity: Additional Information

THE ALLURE AND ILLUSION OF PUNISHMENT

TASK DIRECTIONS

Read this handout at your own leisure outside the workshop. It gives more specifics into punishment and its ramifications.

Punishment or the threat of punishment is viewed by most parents and teachers as a bonafide method to be used to motivate children. While this may be the expressed purpose for using punishment most benefits of punishment relate directly to those doing the punishing. Following are some direct benefits for teachers and parents to use punishment:

- We get relief from current discomforts.
- We can see immediate effects.
- We can take less time.
- We get a feeling of being in control.
- We have a simple, concrete action plan.

Parents and teachers get reinforced for using punishment because it provides temporary relief from uncomfortable situations and it allows one to maintain a feeling of worth as we become a primary locus of control. Often we use punishment as a means of getting even (retaliation) for the pain, frustration, and threat that we adults are suffering.

What does punishment or the threat of punishment do for the child? Imagine the situation of the parents who try to teach their child mainly by scolding rather than by encouragement. The child misbehaves, they catch him or her and scold him or her, and he or she stops for now. Scolding and criticizing seem to work. The parent is reinforced for scolding by the child stopping his or her misbehavior for awhile. Parents are being reinforced for scolding. The very same behaviors they do not want may be increased. It will then be necessary to scold more. Hollering, nagging, and screaming are ways that parents are paying attention to their child. If the child wants "attention", and nagging is "attention", then the child is being reinforced for his or her misbehavior. This fulfills the child's purpose. Remember, all behavior, whether appropriate or

inappropriate, if reinforced, will tend to be repeated.

There are other negatives associated with the punishment process. Negative reinforcement results from the threat of punishment. Negative reinforcement is when a person does something to remove the possibility or existence of an unpleasant experience. If you say to the child, "Stop that or I will spank you" and the child knows you mean it he will stop whatever he or she is doing to avoid the unpleasant and painful experience of spanking. Negative reinforcement encourages avoidance behavior. If the child knows the threat of punishment exists for a certain behavior the child will avoid behaving that way; he or she is thus indirectly reinforced for their avoidance by not having to experience unpleasant consequences.

Negative reinforcement is obviously different from positive reinforcement. The former encourages avoidance behaviors which may or may not be good (i.e. if the child avoided the unpleasant consequences by running away from home this would not be good); the latter encourages the desired behaviors because of predictably pleasant consequences which encourage the behavior to be repeated.

Negative reinforcement is the result of the threat of punishment while punishment is the actual presentation of an unpleasant consequence for inappropriate behavior. Punishment leads to escape behavior (i.e. After spanking the child may decide to escape the whole affair by running away or withdrawing from social contact to another part of the house or neighborhood). Now both negative reinforcement and punishment can lead to another undesirable consequence - defensive reaction by an individual. (i.e. The child may learn to lie or blame others.)

Thus the wrong use of negative reinforcement, or punishment can lead to:

1. avoidance behavior
2. escape behavior
3. defensive reactions

Parents and teachers should avoid physical punishment such as hitting their children because they want to teach their child to come to them when he or she needs help or has problems. The major effect of punishment is to teach children to avoid and escape from those who punish. Some of the avoidance and escape behaviors learned by children are:

CHEATING: avoiding the punishment that goes with being wrong.

TRUANCY: avoiding or escaping the many punishments which go with school failure, poor teaching, punitive administration of school.

RUNNING: escaping the many punishments parent and teachers can use.

LYING: avoiding the punishment that follows doing something wrong.

SNEAKING: avoiding being caught "misbehaving".

Another reason to avoid the use of physical forms of punishment is that this shows a child how to be aggressive to others. Children imitate or model what they see adults doing. Scientists have shown that children whose parents show much aggression toward them in the form of punishment are more aggressive with other children. In summary, punishment teaches negative attitudes (hate and fear) toward the punishing person, as well as teaching children to avoid persons in the future.

Punishment can serve the purposes of both the deliverer and the receiver. The deliverer feels that he or she has fulfilled their duty of being a "good" parent or disciplinarian and the receiver feels that he or she has paid the price. Punishment often avoids something more painful - owning and taking responsibility for ones actions. Have you ever heard the expression, "I would rather take a whipping than have to do that"? Giving and taking a whipping is the cowards way out. Punishment allows administrators, teachers and parents to take less time, avoid prolonged involvement and risk not being successful. Punishment provides the child with a "cause" for retaliation, a means for procrastinating or avoidance of performing, and a model for him or her to use when they are in power position. Since everyone has "suffered" no one need change their basic behavior patterns and use democratic means to resolve conflicts.

Physical punishment often requires the total organism to respond. One usually gets "up" and becomes emotional, i.e. getting angry. Total experience may test one's power and capability to act. It may become the only way that an adult has of confirming or establishing his or her worth. Some adults use "anger" to get themselves into action. They often threaten to punish as they become involved with the other person. The involvement may result in positive problem solving. The anger and threatening was only a means of getting oneself into action and involved with the other person. You may know some men who are described in this fashion, "He acts real tough but he is a pussycat underneath it all." We often credit the anger, toughness, and threats for the positive effects rather than noting the continual involvement and problem solving that follows. Research focusing on teachers who were recognized as good classroom disciplinarians indicated that even though they often espoused a "strict" philosophy their effectiveness was based on good student involvement and it was especially enhanced by frequent physical contact.

We, parents and teachers, use punishment because we need it. While we remember to cry "Spare the rod and spoil the child" to justify our actions, our guiding adage would be better to reflect encouragement, involvement, respect, trust, and the sharing of responsibility. Does anyone have an adage for these concepts?

Objective: To self-assess the encouragement process.

Activity: 1, Goal 5 — 20 minutes

ENCOURAGEMENT

TASK DIRECTIONS

Fill out this self-evaluation. Pay particular attention to items 3 and 4.

1. What I most like to hear:

_____

_____

_____

2. What I most like to feel:

_____

_____

_____

3. What areas about myself are encouraged most?

_____ by whom _____

_____ by whom _____

_____ by whom _____

4. What I'd like, but don't get:

_____ by whom _____

_____ by whom _____

_____ by whom _____

Objective: To be aware of five important aspects of change.

Activity: 2, Goal 5 — 20 minutes part 1

ASPECTS OF CHANGE

TASK DIRECTIONS
Read the following five aspects of change. Go on to the next worksheet to spell out your own change contract.

Before commiting oneself to a decision to change, there are several aspects of the process which can be helpful to consider. These aspects are posed as questions to ask yourself. There is an underlying principle under each question.

1. WHO AM I WANTING TO CHANGE, MYSELF OR SOMEONE ELSE?

   Although we have influence over others and vice versa the only person anyone can change is himself. Each person is responsible for his own behaviors, choices and consequences.

2. WHAT GOODIES ARE IN IT FOR ME IF I DO CHANGE?

   If a change is based on a person feeling he should be different to please or to be superior, almost always the change will be half-hearted and/or shortlived. It is essential that the results of a decision to change have elements of more fun, joy, excitement, happiness and spontaneity in it.

3. WHAT DO I HAVE TO GAIN AND LOSE FROM A DECISION TO CHANGE?

   Any change will have aspects of both gains or wins and losses in it. We often fool ourselves by waiting for that magical combination of a win-win or by predicting a lose-lose outcome.

4. IF I DO MAKE THIS DECISION AFTER CONSIDERING THE ABOVE 3 QUESTIONS, HOW MIGHT I SABOTAGE MYSELF IF I REALLY WANTED TO?

Looking at your unique and personal sabotage techniques for setting yourself up to not make it is like the old saying "spitting in one's soup." You may go ahead and sabotage yourself (or eat the soup), but it will not be nearly as much fun (to eat it).

5. HOW WILL I KNOW THAT I HAVE CHANGED (SPECIFICALLY)?

It is easy and sometimes tempting as a person implements a change in his behavior to expect more and more, to not be satisfied, or up the ante and not feel the good feelings that go along with accomplishing and meeting a goal. Knowing you have made your goal with specific predetermined check points is crucial to the whole process of change.

Objective: To specifically focus on a behavior change.

Activity: 2, Goal 5 — 20 minutes part 1

CHANGE CONTRACT

TASK DIRECTIONS

Fill out the following form:

1. Do I want to make a change in my relationships with parents and/or children? _____

2. Am I willing to change myself? (Learn new ways, practice them, evaluate them, adapt them) _____

3. What do I want to change?

_____

4. What do I stand to gain and lose from this decision?

GAIN	LOSE
_____	_____
_____	_____
_____	_____
_____	_____

5. How might I sabotage myself if I really wanted to?

_____

_____

_____

_____

6. How will I know that I have changed? (Specific behaviors)

_____

_____

_____

_____

Objective: To react to situations of labeling in education

Activity 10 minutes

LABELING IN EDUCATION

TASK DIRECTIONS

Read the following examples of labeling in education. Pay attention to how you feel as you read the situations. What kind of relationships are being reinforced . . . 1-up, 1-down, mutual respect? What are the yardsticks?

After you have finished go on the follow-up worksheet.

A. The third grade teacher is working with a reading group in the corner of his room. He is going over the workbooks with the whole group, discussing what was missed and what the right answers should be. In this school, as in many, the teachers are critics, trained in that role. All work is to be "corrected", so that for most children, all day, everyday, they are being told what is wrong with them and their work.

B. An "innovative" teacher is having an "arithmetic competition" using flash cards. The children have been divided into two teams. If a child misses the answer, he has to sit down in his seat. However, if the child answers correctly, he is allowed to remain standing in front of the class. The children continue guessing answers, "w . . . . 4 . . . . 8 . . . ." One boy always wins and the other children hate him for it.

C. It is time for the fourth graders to go to physical education class. It is apparent, from the looks on their faces, which children have learned well the misery of failure, and those who have been reinforced with the thrill of success. Today's lesson involves running in relay teams. The children are cheering and jeering - cheering those who are fast and jerrying those who are slow, and who lose the match for the whole team.

D. Boris, a fifth grader, is at the board attempting to reduce a fraction to its lowest term. He is performing for the teacher and class, and he is being judged. Boris is having trouble reducing the fraction, the teacher suggests that he "think." She is

painfully patient, but Boris is mentally paralyzed. All the while hands are waving, heaving up and down, all frantic to correct Boris. Finally, the teacher gives up with Boris and calls on Peggy, who always knows the right answers (unfortunately for her). Looked at from Boris' point of view (which it seldom is) the nightmare at the blackboard was, perhaps, a lesson in controlling himself so that he would not fly shrieking from the room under the enormous public pressure.

E. The fifth grade music class meets every Wednesday afternoon. Today the teacher is gathering together a small group of singers to perform at the next P.T.A. program. The children are "auditioned" by singing in front of each other. As one boy consistently sings a half tone flat throughout his song, snickers and embarrassed laughter permeate the room. He returns to his seat, eyes downcast, never to sing again that day.

Objective: To become more aware of negative and positive labels.

Activity 10 minutes

TASK DIRECTIONS

Pick two situations and consider what negative labels the children/teachers might use for the ones who are not "measuring up" on the yardsticks.

Then, brainstorm positive labels for classroom children. Sometimes the negatives are easier!

Possible Negative Labels:

Situation ____ _____

_____

_____

Situation ____ _____

_____

_____

Positive Labels:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____